

## LAURENS MIDDLE

1035 West Main Street  
Laurens, SC 29360

**GRADES** 6-8 Middle School

**ENROLLMENT** 411 Students

**PRINCIPAL** Rhett Harris 864-984-2400

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	25	12	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Good	Average	No

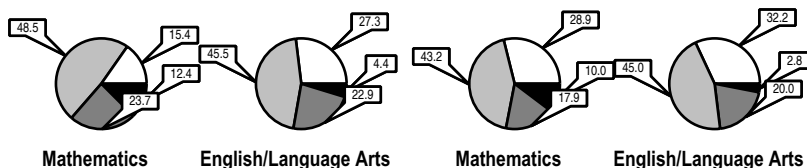
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	391	100.0	27.3	45.5	22.9	4.4	36.9	Yes	Yes
<b>Gender</b>									
Male	195	100.0	33.7	44.6	19.4	2.3	29.7		
Female	196	100.0	21.3	46.3	26.1	6.4	43.6		
<b>Racial/Ethnic Group</b>									
White	187	100.0	16.3	41.6	33.7	8.4	53.9	Yes	Yes
African-American	186	100.0	36.8	49.1	13.5	0.6	21.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	50.0	50.0	0.0	0.0	14.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	344	100.0	22.5	46.9	25.6	5.0	40.9		
Disabled	47	100.0	62.8	34.9	2.3	0.0	7.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	391	100.0	27.3	45.5	22.9	4.4	36.9		
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	50.0	50.0	0.0	0.0	14.3	I/S	I/S
Non-Limited English Proficient	373	100.0	26.4	45.3	23.8	4.6	37.8		
<b>Socio-Economic Status</b>									
Subsidized meals	231	100.0	38.3	46.9	14.8	0.0	22.5	Yes	Yes
Full-pay meals	160	100.0	12.3	43.5	33.8	10.4	56.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	391	100.0	15.4	48.5	23.7	12.4	52.3	Yes	Yes
<b>Gender</b>									
Male	195	100.0	17.1	45.1	25.7	12.0	51.4		
Female	196	100.0	13.8	51.6	21.8	12.8	53.2		
<b>Racial/Ethnic Group</b>									
White	187	100.0	7.9	41.0	30.3	20.8	68.5	Yes	Yes
African American	186	100.0	21.6	56.1	17.5	4.7	38.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	35.7	50.0	14.3	0.0	21.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	344	100.0	10.6	50.0	25.3	14.1	56.9		
Disabled	47	100.0	51.2	37.2	11.6	0.0	18.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	391	100.0	15.4	48.5	23.7	12.4	52.3		
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	35.7	50.0	14.3	0.0	21.4	I/S	I/S
Non-Limited English Proficient	373	100.0	14.6	48.4	24.1	12.9	53.6		
<b>Socio-Economic Status</b>									
Subsidized meals	231	100.0	22.5	55.0	18.2	4.3	37.8	Yes	Yes
Full-pay meals	160	100.0	5.8	39.6	31.2	23.4	72.1		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	157	100.0	26.6	49.6	20.9	2.9	23.7
	Grade 7	121	100.0	28.3	52.2	15.9	3.5	19.5
	Grade 8	153	99.3	41.3	43.5	12.3	2.9	15.2
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	130	100.0	37.0	33.9	25.2	3.9	29.1
	Grade 7	151	100.0	20.4	56.5	21.8	1.4	23.1
	Grade 8	110	100.0	28.8	44.2	18.3	8.7	26.9

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	157	100.0	12.9	41.7	28.8	16.5	45.3
	Grade 7	121	100.0	20.4	54.9	12.4	12.4	24.8
	Grade 8	153	100.0	38.4	46.4	13.0	2.2	15.2
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	130	100.0	15.7	40.9	28.3	15.0	43.3
	Grade 7	151	100.0	14.3	56.5	20.4	8.8	29.3
	Grade 8	110	100.0	22.1	42.3	23.1	12.5	35.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 411)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	12.6%	14.6%
Retention rate	9.3%	Up from 2.7%	3.3%	3.0%
Attendance rate	95.0%	Down from 95.3%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%		5.9%	5.3%
Eligible for gifted and talented	12.7%	Up from 10.0%	15.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Down from 15.2%	15.4%	13.9%
Older than usual for grade	8.5%	Up from 5.3%	4.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.7%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	34.6%	Down from 37.5%	45.4%	48.7%
Continuing contract teachers	96.2%	Up from 79.2%	85.5%	81.7%
Highly qualified teachers**	100.0%	N/A	92.8%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.8%	5.3%
Teachers returning from previous year	76.0%	Up from 74.8%	86.1%	85.1%
Teacher attendance rate	95.2%	Down from 97.2%	95.0%	94.8%
Average teacher salary	\$38,518	Up 8.1%	\$40,148	\$40,566
Prof. development days/teacher	12.8 days	Down from 14.3 days	11.3 days	11.0 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	3.3
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.8 to 1	20.2 to 1	21.3 to 1
Prime instructional time	88.9%	Down from 91.8%	89.1%	89.3%
Dollars spent per pupil*	\$5,077	Down 1.7%	\$5,715	\$5,821
Percent of expenditures for teacher salaries*	60.1%	Down from 61.0%	60.5%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.5%	Down from 95.2%	94.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	96.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Laurens Middle School enjoyed a very productive year in 2003-2004. Our Montessori program continued to grow with the addition of seventh grade and new staff. Our Montessori program served approximately sixty students and will culminate with the addition of eighth grade next year. Our business partnership with Michelin Proving Grounds continued to thrive and pay dividends. Michelin engineers provided Math tutoring to several students two days per week. This assistance proved to be the difference between passing and failure for some of those students. Our school began vertical teaming efforts with feeder elementary schools and our high school in order to address transitioning issues and build common goals among school levels. We instituted a Boot Camp through a "No Child Left Behind Community Service Learning Subgrant" that kept suspended students in school. Our Boot Camp director led students in continuing their academics, character development, physical fitness, and career development during a one-week course.

Measures of Academic Progress (MAP) were utilized for the first time at LMS. This assessment tool allowed our staff to target student weaknesses in Math, Reading, and Language Usage in their classes. We also addressed these weaknesses in an enrichment/remediation period called West Main Academy each day. Our school was rewarded with the Palmetto Silver Award along with over \$3000 for improvement on PACT.

Our faculty, staff, and students answered the call for community service in several ways. Community projects included a canned food drive, pennies for leukemia patients, the March of Dimes, a drive for cystic fibrosis, and care packages for soldiers abroad. The crowning achievement in the area of service was the collection of money to send a local youth to Canada for much-needed treatment for cerebral palsy.

Through the efforts of teachers, students, parents, and our community, 2003-2004 was a great year. Thanks to everyone who made Laurens Middle School a great place to learn.

Dr. Rhett Harris, Principal  
Pam Neighbors, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	97	63
Percent satisfied with learning environment	88.0%	64.6%	58.1%
Percent satisfied with social and physical environment	91.7%	72.2%	71.4%
Percent satisfied with home-school relations	60.0%	83.5%	54.0%

\*Only students at the highest middle school grade level at this school and their parents were included.